

Daybooks of Critical Reading and Writing

correlated to
Florida Sunshine State Reading Standards

Grades 6-8



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**CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
SUNSHINE STATE STANDARDS**

SUBJECT: Reading
CATEGORY: 6-8 Developmental Reading Program
SUBMISSION TITLE: Daybook of Critical Reading and Writing: 6
PUBLISHER: Great Source Education Group
GRADE(S): 6

CATEGORY CODE NUMBER: RMJ0001

SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
Grade 6: Reading Process			
Fluency	Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.		
LA.6.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.	Opportunity exists to practice and develop this skill within each reading selection in the text. The text provides a variety of poems, nonfiction, and fiction by many different authors. The Teacher's Guide highlights places for the teacher to model these skills.	
Vocabulary Development			
The student will:			
LA.6.1.6.1	use new vocabulary that is introduced and taught directly;	Teacher's Guide: 47, 151, 153, 182, opportunity exists 96, 99, and wherever vocabulary is listed. The Teacher's Guide provides "Word Splash", a graphic organizer on p. 272, for direct instruction of vocabulary.	
LA.6.1.6.2	listen to, read, and discuss familiar and conceptually challenging text;	Teacher's Guide: 18, 86, poetry specifically discussed on pages 72-73, 75-76, 79-80, 81-83, 86, 103, 149, 209; Student Workbook: poetry on pgs 72-73, 75-76, 79-80, 81-83	
LA.6.1.6.3	use context clues to determine meanings of unfamiliar words;	Teacher's Guide: 44	
LA.6.1.6.4	categorize key vocabulary and identify salient features;	Teacher's Guide: 37, 96, 153	
LA.6.1.6.5	relate new vocabulary to familiar words;	Teacher's Guide: 13, 53, 89, 195	
LA.6.1.6.6	distinguish denotative and connotative meanings of words;	Teacher's Guide: opportunity exists on 185	
LA.6.1.6.7	identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;	Teacher's Guide: 22, 156	
LA.6.1.6.8	identify advanced word/phrase relationships and their meanings;	Teacher's Guide: 118, opportunity exists on pg 99, 123	
LA.6.1.6.9	determine the correct meaning of words with multiple meanings in context;	Teacher's Guide: 58 (predict use of words in context), 64, 67, 165, 201	

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LA.6.1.6.10	determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and	Teacher's Guide: 124, opportunity exists to emphasize this skill particularly in the poetry unit (pgs 71-84) and more specifically on 79 - Critical Reading, also opportunities exist on pgs 89	
LA.6.1.6.11	identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant).	Teacher's Guide: 179, opportunities exist 132, 138	
Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.		
The student will:			
LA.6.1.7.1	use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;	Student Book: 26-28. In both the Teacher's Guide and Student Workbook, opportunities exist in each reading selection to practice these skills; Teacher's Guide: 13, 26-28, 86 - vocabulary	
LA.6.1.7.2	analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they effect meaning;	Student Book: 17-19, 36-38, 64, 100 (author's perspective), 120, 121-122, 165, 173 Teacher's Guide: 17-19, 36-38, 100 (author's perspective), 120, 121, 164, 173.	
LA.6.1.7.3	determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;	Student Book: 33-35, 37, 38, 53-55, 136, 139, 173 Teacher's Guide: 33-35, 36-38, 53-55, 136, 139	
LA.6.1.7.4	identify cause-and-effect relationships in text;	Student Book: Sequence of Events 58-59, 60-63 Teacher's Guide: Sequence of Events 58-59, 60-63	
LA.6.1.7.5	analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;	Student Book: 49-52. 58-59, 60-63, 137 (diagrams), 165, 167-168, 169, 172, 183-184 Teacher's Guide: 49-52, 58-59, 60-63, 136-137 (diagrams), 164, 166, 169-170, 173, 176, 183-184	
LA.6.1.7.6	analyze and evaluate similar themes or topics by different authors across a variety of fiction and non-fiction selections;	Student Book: 39, 151-152, opportunity exists through Units 8 and 9 Teacher's Guide: 39, 69, 70, 151-152, opportunity exists in Units 8 and 9	

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LA.6.1.7.7	compare and contrast elements in multiple texts (e.g., setting, characters, and problems); and	<p>Student Book: setting 42-43, Unit 13 studies conflict in various excerpts Teacher's Guide: 39 (compare character with others), setting 42-43, character 46, accounts of an event 65-66, 201 (conflict), opportunity exists p. 192, 194, 200</p>	
LA.6.1.7.8	use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.	<p>Student Book: 49-52, 109-110, 118-119, 156, 221-224, opportunities exist in most lessons in units 1-6 as students learn about reading strategies and practice them throughout these lessons. These skills are indirectly reinforced throughout the reading excerpts in the rest of the text Teacher's Guide: 49-52, 87, 90, 102-103, 108-109, 118, 153, 156, Units 1-6 essentially teach and practice various reading strategies therefore opportunities exist for students to continually self-check and repair comprehension.</p>	

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Grade 7: Reading Process			
Fluency	Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.		
LA.7.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.	Teacher's Guide: 75 (Critical Reading Skill), 80 (Critical Reading Skill), 88 (Extra Support); Opportunity exists to practice and develop this skill within each reading selection in the text. The text provides a variety of poems, nonfiction, and fiction by many different authors. The Teacher's Guide highlights places for the teacher to model these skills.	
Vocabulary Development			
The student will:			
LA.7.1.6.1	use new vocabulary that is introduced and taught directly;	Teacher's Guide: 13, 26, 90, 134, 160, 167, 197 opportunity exists 67, 82, 86, 93, 140, 154, 169, 215 and wherever vocabulary is listed. The Teacher's Guide provides "Word Splash", a graphic organizer on p. 272, for direct instruction of vocabulary.	
LA.7.1.6.2	listen to, read, and discuss familiar and conceptually challenging text;	Student Book: 190; Teacher's Guide: 20 (Response Notes), 37 (Modeling the Strategy), 70 (Critical Reading), 77 (Critical Reading), 107-108 (Reading Poetry & Teaching Tip), 118-120, 156 (Writer's Craft), 173 (Extra Support)	
LA.7.1.6.3	use context clues to determine meanings of unfamiliar words;	Teacher's Guide: 96, 102, 172, opportunity exists p. 80	
LA.7.1.6.4	categorize key vocabulary and identify salient features;	Student Book: 79; Teacher's Guide: Opportunity exists p. 58, 70, 75, 118, 129, 137, 175	
LA.7.1.6.5	relate new vocabulary to familiar words;	Teacher's Guide: 22, 29, 32, 207, opportunity exists 151	
LA.7.1.6.6	distinguish denotative and connotative meanings of words;	Student Book: Opportunity may exist 183 Teacher's Guide: opportunity may exist 182, 183.	
LA.7.1.6.7	identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;	Teacher's Guide: 145, 182, 184, 210, opportunity exists 164	

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LA.7.1.6.8	identify advanced word/phrase relationships and their meanings;	Teacher's Guide: 99, opportunity exists 118, 184, 204	
LA.7.1.6.9	determine the correct meaning of words with multiple meanings in context;	Teacher's Guide: 90, 112, 124, 194, 210 Opportunity exists p. 42, 148	
LA.7.1.6.10	determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and	Teacher's Guide: 19, 96, 151, 164, 182, 210, opportunity exists p. 54, 62, 118, 137	
LA.7.1.6.11	identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology.	Student Book: 201-202 (Native American mythology) Teacher's Guide: 10 (Spanish), 16 (French), 26 (Afghani), 29 (Afghani), 34 (Latin), native American mythology connection pgs 201-202, opportunity exists for mythology connection pgs 194-196 in Teacher's Guide and in Student Workbook, and specifically pg. 196 of Teacher's Guide (Literature Connection)	
Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.		
The student will:			
LA.7.1.7.1	use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;	Student Book: 13-14, 26-28, 106, 134-136, opportunity exists pg. 137-138, 140-141 Teacher's Guide: 13-14 (Making Predictions), 26-28, 37 (Background Knowledge), 40 (Vocabulary), 102 (Vocabulary), 109 (Vocabulary), 136, 210 (Response Notes and Critical Reading Skill)	
LA.7.1.7.2	analyze the author's purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of texts and understand how they effect meaning;	Student Book: 56-57 (perspective), 88, 99-100, 165-166, 171, 174, opportunity exists 167-168 Teacher's Guide: 16 (Setting a Purpose), 48 (Critical Reading Skill), 55 (perspective), 87 (Making Inferences), 90-91, 99-100, 118 (Setting a Purpose)	
LA.7.1.7.3	determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;	Student Book: 32-33, 63, 96-97, 149, 191, opportunity exists pg. 68, 131, 168 Teacher's Guide: 32-33, 96-97, 129 (Critical Reading)	

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LA.7.1.7.4	identify cause-and-effect relationships in text;	Student Book: opportunity may exist pg. 168 and in reading selections in Unit 11, as students identify and work with problems, solutions, and convincing details within texts.	
LA.7.1.7.5	analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;	Student Book: 48-50 (plot), 134-136, 139, opportunity exists 169-170, 186-188, 202-203, 218 Teacher's Guide: 48-50 (plot), 55 (Writer's Craft), 94 (Sentence Fluency), 164-165, 202 (Writing Support)	
LA.7.1.7.6	analyze and evaluate similar themes or topics by different authors across a variety of fiction and non-fiction selections;	Student Book: 51-52, opportunity exists 164-176 Teacher's Guide: 51-52, 58 (Critical Reading)	
LA.7.1.7.7	compare and contrast elements in multiple texts (e.g., setting, characters, problems); and	Student Book: 113-114, 128, 142, 155, Opportunity exists to compare/contrast authors and/or characters pg. 38, opportunity exists throughout Unit 4 and Lessons 41-43 Teacher's Guide: 47 (Teaching Tip), 113 (Comparing and Evaluating Texts), 115 (Comparing Texts). Opportunity exists throughout Unit 4	
LA.7.1.7.8	use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.	Student Book: pg. 223-227 directly teach active reading, also pg. 11, 29-31, 93, 102, 149-150, 156, 178-179, 182, opportunity exists pg. 112-114. Unit 11 provides an excellent opportunity for students to practice these skills and to clarify with research as it explores environmental issues. These skills are reinforced throughout the reading excerpts in the rest of the text. Each reading selection also has a place for responding to the text, including note-making, while reading. Teacher's Guide: 11, 54, 70, 91, 93, 102, 106, 116, 137, 148, 170, 174, 210, opportunity exists 140-142	

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Grade 8: Reading Process			
Fluency	Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.		
LA.8.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.	Student Book: 178-181, 182-183, 189 Teacher's Guide: 21 (Speaking/Listening Connection), 77 (Critical Reading Skill), 117 (Differentiation), 156 (Teaching Tip), 159 (Differentiation), 178-179, 180, 187; Opportunity exists to practice and develop this skill within each reading selection in the text. The text provides a variety of poems, nonfiction, and fiction by many different authors. The Teacher's Guide highlights places for the teacher to model these skills.	
Vocabulary Development			
The student will:			
LA.8.1.6.1	use new vocabulary that is introduced and taught directly;	Teacher's Guide: 13, 19, 70, 86, 132, 182; Opportunity exists on page 29, 37, 49, 54, 89, 116, 142, 152, 162, 168	
LA.8.1.6.2	listen to, read, and discuss familiar and conceptually challenging text;	Student Book: 14, 57, 179, 181, 183, 211 Teacher's Guide: 19 (Response Notes), 44 (Connecting with the Characters), 46, 49 (During), 57, 63, 74, 89, 91, 106, 119, 125, 128, 153 (Reading for a Purpose), 155, 158, 178-179, 180, 181, 183	
LA.8.1.6.3	use context clues to determine meanings of unfamiliar words;	Teacher's Guide: 40, 46, 51, 95, opportunity exists 77, 91	
LA.8.1.6.4	categorize key vocabulary and identify salient features;	Student Book: 87 Teacher's Guide: opportunity exists 70, 146	
LA.8.1.6.5	relate new vocabulary to familiar words;	Teacher's Guide: 10, 22, 125, 128, 155, 166, 186	
LA.8.1.6.6	distinguish denotative and connotative meanings of words;	Student Book: Opportunity exists pg. 72-73 Teacher's Guide: Opportunity exists pg. 70-73	
LA.8.1.6.7	identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;	Teacher's Guide: 43, 135, opportunity exists pg. 119	

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LA.8.1.6.8	identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology;	Teacher's Guide: 46 (Spanish), opportunity exists pg. 110, 190 (Spanish and Yiddish)	
LA.8.1.6.9	identify advanced word/phrase relationships and their meanings;	Teacher's Guide: Opportunity exists pg. 31, 79, 102, 197	
LA.8.1.6.10	determine the correct meaning of words with multiple meanings in context; and	Teacher's Guide: Opportunity exists pg. 34, 98	
LA.8.1.6.11	determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools.	Teacher's Guide: 16, 63, 122, 190, 216, opportunity exists 57, 60, 77, 89, 200	
Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.		
The student will:			
LA.8.1.7.1	use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;	Student Book: 13-14, 34-36, opportunity exists pgs 212-215 and through information and suggestions in background materials provided in either the Teacher's Guide or Student Book for most reading selections Teacher's Guide: 11 (Reading Process), 34-36, 137 (Vocabulary), 197 (Anticipation Guide)	
LA.8.1.7.2	analyze the author's purpose and/or perspective in a variety of texts and understand how they effect meaning;	Student Book: 26-28, Unit 4 explores a various accounts of Hiroshima and explores how the author's perspective affects meaning, 123, 129, 160, opportunity exists 107, 199, 206-208 Teacher's Guide: 26-28, 206-207	
LA.8.1.7.3	determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;	Student Book: 46-48, 76, 86-88, 90, 118, 120, 132-136 (Making Inferences), 146-148, 153-154, 155-157, opportunity exists 135-136 (graphics and inferences), 151, 198-199, 207 Teacher's Guide: 46-48, 86-88, 120, 154, 157, 207, opportunity exists 102-104	
LA.8.1.7.4	identify cause-and-effect relationships in text;	Student Book: 200-202, opportunity exists on pg 104	

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LA.8.1.7.5	analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;	Student Book: 16-18, 19-20, 81-82, 83, 92-94, 127, 135-136 & 137-139 (graphics), 164, 173-173 Teacher's Guide: 16-18 (perspective), 19-20 (Work choice, rhythm, repetition), 127 (Applying the Strategy), 136 (Debate Literary Merits), 162, 165, 176, 190	
LA.8.1.7.6	analyze and evaluate similar themes or topics by different authors across a variety of fiction and non-fiction selections;	Student Book: 54-56, 67, throughout Unit 4 students are asked to evaluate and analyze various accounts, representing both fiction and nonfiction, of Hiroshima Teacher's Guide: 49, 61	
LA.8.1.7.7	compare and contrast elements in multiple texts (e.g., setting, characters, and problems); and	Student Book: 56, 57-59 (details), 67, 99, 111, 174, opportunity exists 171-172 (style, metaphor) Teacher's Guide: 56, 57-59	
LA.8.1.7.8	use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.	Student Book: pgs 225-229 directly teach active reading, also pg. 31-33, 40-42, 114, 116-117, 140-141, 210 Teacher's Guide: pg. 31-33, 40-42; 55, 56, 116-117, 163, 217	



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